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A STUDY
OF
THE EVALUATION WITH THEORIES
OF
UTAH SUPERVISORY PRACTICES

A Thesis
By
Deta P. Heeley

Submitted to the Department of Education
Utah State Agricultural College
In Partial Fulfillment of the
Requirements for the Degree
Of Master of Science
May, 1933

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Preliminary Statement

Statement of the Problem

The purpose of this study is two fold (1) to discover the current supervisory practices used by county elementary supervisors in the State of Utah; and (2) to evaluate these practices on a basis of the collective judgments of specialists in supervision.

Scope of the Study

All county elementary supervisors, in the State of Utah, were chosen for this study. This group consisted of twelve individuals. Such a selection included supervisors from almost every section in Utah. In all cases the supervisors expressed a keen interest in the study and responded cheerfully to the interview and to the keeping of a record concerning their supervisory practices.

This study is confined to the current practices used by the supervisors during the school year of 1932-33.

Source of Data

The data for this study were secured through personal interviews with supervisors of the state; through special records kept of supervisory activities; through personal letters;¹ through careful notes taken immediately follow-

¹ See appendix for samples of letters, notes and supervisory bulletins.

ing the interview to supplement the mimeograph form used in the interview; through a collection of supervisory bulletins; and through library research.

Method and Procedure

Four methods were used in this study: the personal interview, records that were kept daily for a period of two weeks, the questionnaire, and the historical method. The personal interview method was utilized in obtaining data from eleven school systems and in perfecting a simplified form to supplement and extend the scope of the study to another school district. To insure uniformity and objectivity in the data gathered during the interview a mimeographed form was prepared.² The historical method was used to give an authentic background of supervision and to present a consensus of opinion concerning the major functions as found in literature in this field.

In each of the eleven school districts personally visited, interviews were held with the supervisors. Since reports from the supervisors concerning their supervisory practices were supplemented by their daily records,³ letters and bulletins, it was possible to secure a more reliable picture of the actual practices.

Definitions

Supervision: Supervision as used in this study may be

2. See appendix for a sample of the mimeographed form used in the interview.

3. See appendix for a sample copy of the record form.

defined as a cooperative enterprise in which a specialist provides the stimulation and a body of technical knowledge which the teacher may utilize in the process of self improvement.

Supervision should gradually bring about the development of professional attitudes based on a body of evolving scientific knowledge. Burton says:

"The supervisor should develop with the teachers the scientific attitude and acquaint them fully as 4 possible with the results of scientific inquiries."

A somewhat definite emphasis but in no sense a contradictory viewpoint is expounded in Kyte's statement: "the technique of improving conditions in which more efficient learning occurs." 5

Supervisor: The supervisor is an overseer placed in a position where he can observe and provide the means for guidance and improvement of the work of others. The term "supervisor" as used here is limited to the elementary supervisor, who has oversight of a district in which are several elementary schools and who is held responsible for the supervision of all the subjects in the department.

Supervisory Practices: The term "supervisory practices" as used in this study, designates the developed or established means which supervisors use when dealing directly with teacher activity for the purpose of improvement. The supervisory

4. Burton, William H.
5. Kyte, George C.

"Educational Method" April 1930
"How to Supervise" Page 42

practices so classified are: Classroom visits; directed teaching; demonstration teaching; individual conferences; teachers' meetings; and tests and measurements.

Inspection: Inspection is a survey of classroom teaching and the school system as a whole, the equipment, the means of instruction, the service, the personnel, the pupils, or any other item or detail, to ascertain how efficiently instruction is being given.

Specialists: Specialists are those skilled in the detailed techniques and methods of supervision; but not actively at work in this field. The specialists have sometimes been referred to in this study as "theorists", "experts", or "educational leaders."

Justification for Making the Study

(1) During the seven years in which the writer was an elementary supervisor, there was little or no knowledge of the supervisory practices being carried on by supervisors in the different sections of the state. There seemed to be a vital need for a study that would acquaint supervisors with present practices. In so far as can be ascertained there has been no such study made in the state of Utah.

(2) The writer also feels that such an effort as the present one may stimulate superintendents to study the supervisory problems of their local school systems, and to bring to them a fuller knowledge of the true meaning and worth of

creative supervision.

Acknowledgments: The writer wishes to make grateful acknowledgment to Dr. E. A. Jacobsen, Dean of the School of Education at the Utah State Agricultural College, and to the committee, under whose direction this study was made, for their valuable suggestions and criticisms.

Sincere appreciation is felt by the writer for the fine cooperation and assistance given by the elementary supervisors of the State.

Chapter I

Introduction

The material included in this chapter has been divided into three divisions, namely: (1) The History of Supervision; (2) Evidences of the Value of Supervision; and (3) Present Trends of Supervision.

History of Supervision

A brief history of educational supervision will serve to show (1) the reason for the existence of the several supervisory offices in our present day educational organization; (2) the nature of schoolroom supervision, namely: inspection, dictation and inspirational leadership; and (3) how efforts are now being made to differentiate supervision from other activities with a view to the development of greater efficiency in our educational organization.

Early supervision consisted of an occasional visit to the school by the district trustees. The sole purpose of the visit was to inspect the school. As early as 1709, Boston established a committee, for Latin Grammar Schools, of officially constituted school inspectors-----

"to Visit ye school from time to time, when and as Oft as they shall think fit to Enform themselves of the methods used in teaching of ye scholars and to Inquire of their proficiency, and be present at the performance of some of their Exercises, the Master being before Notified of their Coming, And with him to consult and Advise of further Methods for ye Advancement of Learning

and Good Government of the schools."¹

Supervision by inspection was now extended to include elementary schools. In Boston there was an official committee appointed to examine the pupils in reading and writing.

²
In 1722 a teacher, in Boston, was dismissed because the committee reported adversely regarding the achievement of the pupils.

In 1735 there was a committee appointed by Springfield³ "to take the inspection and Regulation of the school."

After Boston had taken the first step in inspectional supervision many records in other towns show that official committees of inspection were created. In 1789, Massachusetts⁴ required by law that all town and district schools be visited and inspected at least once in every six months, and oftener if deemed necessary, and committed this responsibility to the ministers, the selectmen, or the school committees.

Visits to the school became more frequent and many changes took place in the nature of the visitation and in the delegation of some of the functions of certain individuals. The purpose of the visit now took on more the form of dictation than of inspection. The Massachusetts law of

1. "Reports of the Record Commissioners of the City of Boston," vol. VIII, p. 65.
2. Ibid, vol. VIII, p. 164
3. "The First Century of the History of Springfield." The Official Record from 1636 to 1736, vol. II, p. 608.
4. "Laws of the Commonwealth of Massachusetts," Acts of 1789 Chapter XII, section 8.

⁵
1826 stated that the committee visit schools quite frequently--if not in a group then as sub-committees. Direction and supervision of the teacher's methods of work were added to the supervisory functions. Instead of dismissing a teacher ascertained to be weak in his work, as noted in the course, of inspection, the school committee now strove to aid him to become more efficient.

The gradual delegation of some of these phases of supervision to certain members of school committees marked the beginning of the important movement which led to the significant change introduced in the nineteenth century-----

" 'the assignment of administrative and supervisory duties to the best qualified persons, that is, to a professional superintendent of schools. In 1870, thirty-four of the thirty-eight states then in the Union had state officers in charge of their systems of public instruction. Generally the office, in accordance with the democratic conceptions of that time, was listed among others to be attained by popular election. Appointment on the basis of professional merit was the marked exception, and still continues to be.' "⁶

⁷
By 1824, the civil commissioners of each county in Missouri were required to appoint "Visitors to the schools," nine in each district. Ten years later the number was reduced to three. These visitors were granted general supervisory powers in addition to examining teachers and granting licenses.

⁸
shortly after the middle of the nineteenth century some city superintendents began requesting and school boards

5. Suzzallo, Henry "The Rise of Local School Supervision in Massachusetts," pp. 145-147
6. Catherley, Ellwood F. "State School Administration," pp. 270-282
7. Boone, Richard G. "Education in United States," pp. 113-114
8. "Supt.'s Annual Report, City of Boston," 1887, p.36

began permitting that certain principals be released from part of their teaching in order to be of some assistance to all teachers in their building. General elementary supervisors were appointed.

By the middle of the nineteenth century, a new type of supervisory officer had come into existence---the special supervisor. In the case of art supervisor, an event which had most to do with its advancement was an event which occurred in 1871. In that year Walter Smith came from England to accept the position of Art Director for the state of Massachusetts for two fifths of his time, and the position of Director of Drawing in the Boston schools for the other three fifths of his time. The Boston school committee announced that he "will be placed in charge of the department of drawing in the Boston schools, and also give normal instruction to teachers."⁹

supervision has increased rapidly since 1917, until the list of supervisors has now become quite a formidable one.

In recent years, supervision of rural schools¹⁰ has in many parts of the United States become a professional reality, rural school supervisors having been added to the staffs of many county superintendents of schools in order to provide a type of help to rural teachers somewhat akin to that furnished city-school teachers. Research studies carried on in counties located in such states as Indiana,

9. Clark, Isaac E. "Drawing in the Public schools." U.S. Bureau of Education, 1885 pp. 47-48

10. Hyde, George C. "How to supervise" p. 16

Michigan, Missouri, North Carolina, and South Dakota to demonstrate the educational value of rural school supervision, have contributed to the extension of the supervisory idea. Sound organization for supervision, similar to that found in most city school systems, is developing in counties of the southern states today more extensively than in other parts of the nation.

supervision now means inspirational leadership-----

"A leader must be able to stimulate others to constructive efforts. Creative leadership is concerned with the improvement of achievement and the progress of standards." ¹¹

During the last few decades the complexity of school organization has become so marked that clarification of type responsibilities has become necessary. Because of feverish groping for solutions to the many problems which confronted educators, when educational duties and responsibilities were multiplying so rapidly, the lack of precedents forced them to forge ahead some way in their attempts to cope with these problems. Further complexities arising out of these efforts, have led to the most recent development in supervision---the endeavor to define and delimit supervision as a distinct function.

12

The first attempts in this direction were forced upon the workers themselves because of the overlapping of the responsibilities and duties of various school officers. In the confusion arising from undefined authority vested in the

11. Hall, Osmun A. "The Nation's Schools," April, 1932

12. Lytle, George C. "How to Supervise" pp. 27-28

several supervisory officials, teachers found themselves unable to decide whose instructions to follow. Superintendents began to give more thought to the nature of their organization, and to the functions of the various officers they had added to their staffs. The beginning in the differentiation of functions were then undertaken.

The Rise of Supervision in Utah

It is interesting to note that from the very beginning, the pioneers of Utah began to exert themselves to educate their children. Mrs. McVickers, the second State Superintendent of Public Instruction, writes:

"It is reported that George A. Smith and others gathered the brethren around the camp fire before the first rude log huts were built, and instructed them in the rudiments of English education. In the second year after the first settlers, Mrs. Hannah Holbrook taught a school in Davis County, in a little cone shaped wickiup. In 1857, the Territorial superintendent reports log school houses in most of the settlements, 'most of which had slab seats, some of which had very long legs, doing double duty among the rising and risen generations.' " 13

Very early there came to be a feeling that there should be some form of further training of teachers while in service, and this feeling gave rise to the institute:

"Teachers' institutes were held in Utah in the early sixties; generally they occurred in the summer and teachers gathered from far and near to hear educational subjects discussed by such men as Dr. John

13. "Third Annual Report of the Supt. of Public Instruction of the State of Utah." 1901 p. 26.

R. Park or Dr. Earl G. Maeser." 14

While the institute played an important part in the early training of teachers, yet later it is evident the leaders in education felt that it was not sufficient. Mrs. McVickers expressing this feeling says:

"There is as much need of supervisors of drawing, music, and primary instruction in the county schools as in those of the cities. Every county should employ these supervisors for the schools of the county and they should be in accord with the highest artistic and educational authority of the State and be compelled to pass a special examination in their respective subjects or bring credentials from reputable institutions where music is taught or normal training given." 15

By 1906 a keen interest in supervision was shown among county superintendents. Orson Ryan, at the Superintendent's Annual Convention, held during this year, expressed his views in the following terms:

"So long as the executive and supervisory work of the superintendent devolves upon one man, the duties of supervision should be held as of greater importance-- Without skillful supervision there is continual danger that brain power will be wasted, that valuable time will be lost, and that the efforts of teachers and pupils will not be productive of the best results." 16

The records show that Weber County was the first County in the state to appoint a primary supervisor. This appointment took place in 1904. Supt. W. N. Petterson, in his report to the State Superintendent indicates some of the activities in which the supervisor engaged.

14. "Third Report of the Supt. of Instruction of the State of Utah" 1901 p. 49

15. Ibid. p. 23

16. "Sixth Annual Report of the Supt. of Public Instruction of the State of Utah." 1906. p. 309

"Once in two months department meetings are held. The primary supervisor has charge of the primary department and the superintendent has charge of the grammar grade department. Plans of work and methods of instruction are discussed. The primary supervisor and the superintendent takes notes of the work each month during their visits to the different schools and these items are discussed in the department meetings. Thus all mistakes are handled in a general way first, and all teachers get the benefit. If this is not sufficient correction for the teachers who made the mistakes, then a private conference is held with the teacher in error. Teachers are required to take notes during the discussions. Occasionally classes are conducted in the different subjects by competent teachers at the monthly meetings."

After the initiation of primary supervision in Weber County, many other counties became convinced of its worth, and it grew rapidly, until by 1924, there were seventeen supervisors in Utah. Not only had there been a rapid evolution in the number employed during these years, but in ideas concerning the true meaning of supervision.

The office of State Supervisor of Primary Grades was created April, 1921.

Evidences of the Value of Supervision

Within recent years, supervisors have begun to apply the scientific method to the study of supervision. An increasing number of investigations are being made to secure definite evidence as to the value of various supervisory procedures and as to the value of supervision as a whole. This is being done both to aid the supervisor to do his work more effectively and to secure information which can be presented as

evidence to justify the introduction of organized, personal supervision in communities in which it is still lacking.

The most commonly used technique by which experimenters have attempted to evaluate the effectiveness of supervision has been the measurement of pupil growth by standard achievement tests. A description of a few such studies follow:

I. Evaluating the Effectiveness of supervision by
Parishes in Louisiana. ¹⁸

In ascension and assumption parishes, Louisiana, a carefully controlled study was made to determine the effectiveness of supervision on a parishwide basis. This study showed that the supervised parish gained an advantage over the unsupervised parish in education as measured by the Stanford Tests of eight months during the two years of the experiment among the pupils from third to seventh grades inclusive.

II. An Evaluation of the County Unit Plan of Supervision
in Indiana. ¹⁹

In 1923 to 1925, under the direction of H. H. Sherwood, state superintendent of public instruction of Indiana, an experimental study was made of the relative efficiency of the county unit plan of supervision. Two counties were chosen in which to demonstrate the value of supervision, and two other counties served as controls. In the former, expert supervisors worked intensively with the teachers; in the latter, there was no supervision. Conditions in these four counties

18. Lombard, J. E. "Notes on an Experiment in Supervision."
Issued by the State Department of Education, Baton Rouge, La.
19. Sherwood, H. H. Report of the Indiana Experiment." (1925)
Issued by the Indiana State Department of Education, 1925

were fairly comparable from various angles including the experience training and ability of teachers.

In order to determine the effectiveness of the supervision, the progress made by the pupils in all four counties was measured by means of modified forms of the Stanford Achievement Tests, including reading, arithmetic, language, and spelling, given at the beginning and end of each of the two years of the experiment.

It was found that in every grade in both years, the pupils in the demonstration schools made more progress in achievement, as measured by these tests, than was made by pupils in the control schools. The percents of excess were greater in the second year of the experiment than in the first year, showing the cumulative effect of the program of supervision.

20

III. Pittman's Study of Rural Supervision

Pittman's study of the value of rural supervision showed that pupils in supervised schools advanced approximately 194 percent as far in achievement, measured by tests, as pupils in unsupervised schools.

Another method for evaluating supervision is objective studies of teaching practices. The evaluation of the work in any classroom under present conditions is largely determined by personal prejudices of the observer. There is little agreement among educators as to what constitutes the most effective methods of instruction. Within recent years, however, there has been a few objective studies of this kind made.

In the second Yearbook of the National Conference of Supervisors and Directors of Instruction,²¹ numerous procedures for making objective studies of teaching practices, which have in certain cases been used as the basis for evaluating supervision, are collected and evaluated. The following studies have been evaluated upon this basis: (1) In Minneapolis,²² a supervisory program in reading resulted in a considerable change in the type of teaching that was being done in the field of work-type reading.²³ (2) In Hamtramck, a supervisory program was initiated in 1927 to determine how closely the teaching of spelling conformed to the principles involved in a basic philosophy of education which had been officially adopted by the school system.

The appraisal program rests upon information derived from: (1) measurement of the amount of supervision teachers have received; (2) measurement of changes produced in plans, methods, and techniques of teachers specifically as a result of this supervision; and (3) measurement of the effect upon the children by changes in teachers produced by supervision.

The results of these data show that the supervisory program had resulted in almost a complete change in the methods of teaching spelling in the entire system, thus showing the effectiveness of the supervisory program in securing desired changes in teaching. The changes were in the direc-

21. "Scientific Method in Supervision". The Second Yearbook of the National Conference of Supervisors and Directors of Instruction. Section V, pp. 193-234.
22. Breckner, L.J.; and Catright, Prudence. "A Technique for Measuring the Efficiency of Supervision". Journal of Ed. Research, Vol. XVI, Dec. 1927. pp. 323-31
23. "The Department of Superintendence, Eighth Yearbook" pp. 115-118

tion of those that were necessary to insure the functioning of the accepted educational philosophy.

24

A large body of information is available concerning the judgments of individuals as to the value of supervision and of various supervisory practices. These data have been compiled from questionnaires and other forms of inquiry blanks, which have been submitted to teachers, administrators, supervisors, and educational specialists. Rating charts of various kinds have been prepared by means of which superintendents may attempt to evaluate the supervisory work in school systems.

The data that have been presented show that teachers in general welcome and appreciate the assistance and guidance of the supervisor. There is need of experimental studies of the relative value of various types of supervisory procedures. Apparently, many practices judged to be of little value by teachers and experts are widely used at the present time. Likewise, many practices judged to be of "much value" by teachers and experts are not used as widely and as much as the judgments of these individuals would warrant.

"Long before anyone has completed his reading of the seventy research studies," says George C. Kyte, "experimental and otherwise, he will reach the first general conclusion. Supervision contributes significantly to the improvement of teaching and the facilitation of learning. The remarkable array of data which support this conclusion has become so extensive that there is little justification for further research planned solely to demonstrate the value of supervision. From now on, therefore, we should experiment to determine chiefly how to make supervision more effective." 25

24. "The Department of Superintendence", Eighth Yearbook, pp. 126-

25. Kyte, George C. "Conclusions Derived From Experimental Studies on the Value of Supervision." N.E.A. Proceedings 1931 p. 806 140

Present Trends of supervision

supervision once meant inspection. Later it meant petty dictation. Now it means inspirational leadership. For the masses of the teachers, this leadership will be associated more and more with supervisors of broad training and fine personal character.

supervision has been influenced in spirit and method by the shift from autocracy to democracy in the management of human life. While there is still much in our educational practice that belongs to the middle ages yet steady and substantial progress is being made in the direction of wise and more wholesome methods of handling people. Supervision is essentially a cooperative procedure.

"One of the most important developments in education during the last ten years," says Miss Florence Hale, "has been the changed viewpoint regarding supervision and the position of the supervisor in relation to the teacher and to the individual child. Formerly, the supervisor was often looked upon more as an inspector and pictured to the children as a stern judge who would visit dire punishment upon them for their misdeeds. Today, the teacher looks upon the supervisor as his best friend. He regards him as the leader of thought in all the problems of his school work. The teacher welcomes the supervisor's advice in critical matters and expects the supervisor to be the channel through which both teacher and the community will gain their knowledge of the newest and best developments in method and in modern educational trends. Just as important is the friendly relationship now existing between the children in the various classrooms and the supervisor."²⁶

²⁶ Hale, Florence "Proceedings of the National Education Association" 1931 p. 439

The aim of supervision is no longer uniformity or standardisation in the narrow sense, but diversity and adaptation of the school to the needs of individual children and of the various communities. Its aim is not to enslave the teacher to a fixed way of doing things, but to free the teacher by bringing out the facts and the principles so that they may be applied in the readaptation of our schools. There is a great distance from the so-called early supervision which consisted of an occasional visit to the school by the district trustees, to the highly trained, sympathetic and efficient supervisor of today.

Chapter II

Evaluating Supervisory Practices By the Specialists

It is the purpose of the present chapter to consider supervisory practices as based upon the collective judgments of specialists in supervision and to serve, later on, as a basis for the evaluation of the present supervisory practices in Utah.

Comparing the various statements of theorists with each other and also with available experimental data concerning supervisory practices, a large amount of agreement is apparent. It is possible, therefore, to present a consensus of opinion concerning the major functions of supervision to which practically all competent people agree. The data and materials which bear upon supervisory practices will be presented under the following headings: (1) classroom visitation; (2) directed teaching; (3) demonstration teaching; (4) conferences; (5) teachers' meetings; and (6) tests and measurements.

I. Classroom Visits--A Means of supervision

A. The Purpose of Classroom Visits

According to the authorities consulted, some of the major purposes of classroom visitation are found to be:

(1) observation of teaching; (2) demonstration teaching; (3) inspection; and (4) to confer with the teacher, about her work, without observing.

1. Classroom visitation to observe teaching is the most widely used of the direct supervisory practices and ranks first in the approval of specialists. It should be used oftener than visits for other purposes.¹

2. Demonstration teaching is very valuable and should be used for the improvement of all teachers.²

3. Inspection. It is imperative that a survey be made from time to time for purposes of comparison with other similar systems and to become informed as to the relative efficiency of the units of the Supervisor's own system.³

Through inspection the supervisor is able to diagnose conditions and discover problems which press for solution. It has been shown by S.A. Courtis⁴ that the most effective method of supervising instruction is to ascertain the divisions of the school system which are below the standard of efficiency, and to prescribe definite remedies for undesirable conditions that are found to exist.

4. The visit to confer with the teacher about her work without observing is considered to rank last in the approval of specialists.⁵

B. Types of Classroom Visits

1. A schedule of visits should be prepared. This should

1. Department of Superintendence, Eighth Yearbook. pp. 62-64
Melby, E.O. "Organization and Administration of supervision" pp. 158
2. Ibid.
3. Monroe, E.S. "The Theory of Educational Measurements" pp. 263-64
4. Courtis, S.A. "Measuring the Efficiency of supervision in Geography" School and Society. Vol. 10, July 19, 1919. pp. 61-70
5. The Department of Superintendence Eighth Yearbook. p. 70

be part of the general program of supervision, and serve the ends of this program.

2. The specialists consider the announced visits more valuable and recommend that they be used oftener than the unannounced visits.⁶

3. A mechanism for receiving and caring⁷ for visits on call should be provided.

4. Visits upon request are the most valuable type⁸ of supervisory visit.

C. Number, Length, and Time of Visits

1. Visitation should begin early in the term and be carried on consistently in terms of the schedule and with due allowance for individual cases and needs.⁹

2. A complete lesson unit, a period of twenty or twenty-five minutes in the elementary school, is the smallest legitimate period for observation. Better than this, several consecutive lessons, or a series of lessons in a subject on consecutive days, should be the unit of observation. Dr. Mossman has well stated this point¹⁰ as follows:

"If one can observe a teacher at his work but four times, three of these would profitably be consecutive. This would make possible a supervisor's

6. The Department of Superintendence Eighth Yearbook p. 61

7. Barr, A.S., and Barton, William H. "The Supervision of Instruction" p. 177

8. Department of Supt. p. 84

Stone, Clarence H. "Supervision of the Elementary School" p. 67

9. Barr, A.S., and Barton, William H. "The Supervision of Instruction" p. 177

Hutt, Hubert Wilbur, "The Supervision of Instruction" p. 201

10. Anderson, C.J., Barr, A.S., and Bush, Maybell G., "Visiting the Teacher at Work" p. 66

Kyte, George C. "How to Supervise" p. 158

seeing a lesson taught and following the same day with a discussion, not by way of criticism, but by way of planning the next lesson, the teacher and supervisor planning it together."¹¹

D. Classroom Visits

1. The supervisor should enter and leave the room as unobtrusively as possible and, during the visit,¹² should remain in an inconspicuous place.

2. There is a widespread lack of agreement as to whether the supervisor should take notes while in the classroom. One group of theorists states that he should avoid taking notes in the room unless he is sure that the teacher is not disturbed in any way by so doing. Notes should be¹³ made as soon after an opportunity presents.

The second group says notes should be taken while observing the work of the teacher and point out that if the supervisor makes it a practice to furnish teachers with copies of the notes taken, and use them for a basis for helping the teachers in subsequent conferences, teachers soon become¹⁴ at ease.

11. Hoosman, Lois Coffey "Looking Ahead for Teachers" Proceedings of the 70th Annual Meeting of the N.E.A. 1932
12. Stone, Clarence R. "Supervision of the Elementary School" p.66
 Mutt, Hubert Wilbur "The supervision of Instruction" pp. 201-204
 Kyte, George C. "How to Supervise" p. 148
 Barr, A.S. and Barton, William H. "The supervision of Instruction" p. 177
13. Ibid.
 Stone, Clarence R. "Supervision of the Elementary School" p. 66
 Anderson, C.J., Barr, A.S., and Bush, Maybell G., "Visiting the Teacher at Work" p. 75
 Mutt, Hubert Wilbur "The supervision of Instruction" pp. 204-205
14. Kyte, George C. "How to Supervise" p. 149
 Knudsen, Charles W. "Evaluation and Improvement of Teaching"

3. When the teacher is having difficulty, the supervisor should not take the class unless asked to do so.

4. Even in asking a single question, the teacher's permission should be asked. The children should feel that the supervisor has full confidence in the teacher, and he should continually refer to her as in full control. 15

5. A question or two may be asked at the end of the class period if opportunity is given.

6. Help may be given with seat work or hand work. 16

7. Investigation of projects and the examination of the teacher's plan books and records is a legitimate supervisory activity and one that should be carefully studied and discussed with the teacher. 17

E. Follow-up Work After Visiting

The value of a supervisor's visit, in so far as the teacher's growth is concerned, largely depends on the nature and amount of follow-up work given. The following indicate the nature of follow-up devices used by supervisors:

(1) individual conference with each teacher observed; (2) helpful materials, books or articles sent to the teacher; (3) group conferences on general problems; (4) demonstration lesson by the supervisor; (5) directed observation of successful teaching; (6) bulletin of suggestions prepared; (7) bibliography provided on special problems; (8) a written summary of suggestions is

15. Lyte, George U. "How to Supervise" p. 158
 Stone, Clarence R. "Supervision of the Elementary School" pp. 66-67
 Barr, A.S. and Burton, William H. "Supervision of Instruction" p. 176
 16. Ibid. p. 176
 17. Ibid. p. 433

left with the teacher; and (9) a checked observation blank is left with the teacher.

1. The individual conference with each teacher observed ranks first in value, as a follow-up device, in the estimation of specialists.¹⁸

In Superintendent Falk's study, reported by Guy Fowlkes,¹⁹ "The Personal Conference As a Teacher Training Device," principals report the conference as the dominant factor in success in sixty-two percent of their attempted cases in the training of teachers in service.

2. Specialists recommend that helpful material, books or articles be sent following the visit which will challenge the thinking of the teacher and inspire her to new and better undertakings.²⁰

3. Group conferences on general problems are less time consuming than a series of individual conferences and they give the individual teacher the benefit of questions raised by other members of the group. On the other hand, in the individual conference, the supervisor's attention is directed to the teacher's specific needs. Henry H. Fuller²¹ made a study to ascertain the relative effectiveness of the group

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18. Department of Superintendence Eighth Year Book p. 81
Melby, E.O. "Organization and Administration of Supervision" pp. 158
19. Fowlkes, John Guy "The Personal Conference as a Teacher Training Device" The Nation's Schools, March, 1932.
20. Department of Superintendence Eighth Year Book p. 72
Lyte, George C. "How to Supervise" p. 454
21. Fuller, Henry Harrison "The Relative Effectiveness of the Group Supervisory Conference and the Individual Supervisory Conference" Doctor's Dissertation, School of Education, University of Michigan May, 1929

and of the individual conference. The findings of this study show that the individual conference is more effective than the group conference as a means of improving the quality of teaching.

4. Demonstration lesson by the supervisor should be given frequently, preferably a regular lesson from the course of study. Such lessons should be carefully planned and discussed fully afterwards.²²

5. By directed observation of successful teaching is meant the provision made for definitely planned teachers' visits to observe other teachers at work, for the improvement of teaching in definite phases.²³

²⁴
Russell shows that this device is used successfully in a great number of cities.

Specialists consider directed teaching to be a very valuable means of improving inexperienced teachers.²⁵

6. A bulletin of suggestions is considered to be of value for the following reasons: (a) it conserves time; (b) it can be brought to the attention of many teachers scattered throughout many schools without requiring them to assemble in one place; (c) it can bridge a gap left by other supervisory devices; (d) it can prepare the way for a supervisory meeting

22. Barr, A.S. and Burton, William "The Supervision of Instruction" p. 428

23. Lyte, George C. "How to Supervise" pp. 292-293

24. Russell, Charles "The Improvement of Elementary School Teachers in Service" Teachers College Contribution to Education No. 126, 1922

25. Department of Superintendence Eighth Yearbook p. 85

or for a series of individual conferences. ²⁶

27

Miss Parker in her study, "Circular Letters as a Supervisory Agency", finds that supervision by circular letters is essential in most counties.

Theorists consider that the most important method of supervision is one that involves direct contact with the individual teachers, but that such a program is not complete unless it includes other procedures also.

7. Bibliography provided on special problems is recommended by experts in the field. It is considered to possess more value when accompanied by informal notes to arouse the curiosity of the teachers regarding the contents of the references. ²⁸

8. and 9. All written notes or suggestions should be in triplicate form, so that the teacher, principal, and supervisor may each have a copy. Such a copy furnishes a record for the supervisor to file and refer to before making another visit to the teacher, or before planning another conference, and aids the teacher in undertaking new procedures. ²⁹
Accurate supervisory records are considered a necessity.

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27. Parker, Jessie M. "Circular Letters As a Supervisory Agency" U.S. Department of Interior, Bulletin No. 19, 1931
 28. Lyte, George C. "How to Supervise" p. 253 80pp.
 29. Ibid. pp. 206-27
 Hatt, Hubert Wilbur "The Supervision of Instruction" pp. 204-
 Gray, Olive "Supervision of Instruction as a Joint State and Local Undertaking" The Elementary School Journal, Vol. 23 pp. 504-516
 Stone, Clarence R. "Supervision of the Elementary School" pp. 85-86

A summary of suggestions left with the teacher is better than a checked observation blank.

II. Directed Teaching

The term "directed teaching" denotes teaching done under the constant direction and guidance of an expert. It may mean directing all the activities involved in preparing and conducting each lesson, or it may mean merely directing a series of special lessons for a specific purpose. While usually considered a step in the training of an inexperienced or beginning teacher, directed teaching is also used to increase the efficiency of experienced teachers with specific weaknesses. It is the most time-consuming of all the supervisory practices and this precludes it from the program of many supervisors.

The following list shows the types of assistance given teachers during the directed teaching period: (1) Help teachers plan in detail one or more lessons; (2) Discuss the lessons observed; (3) Arrange for some directed observation of skillful teaching; (4) Direct teachers' professional study; (5) Observe the teaching of the lessons planned together; (6) Discuss the teaching plan before each directed teaching period; (7) Provide definite outlines to be followed in making lesson plan; (8) Train teachers in the use of check lists for analytical self-criticism; (9) Require detailed lesson plans during the period of intense training; (10) Give opportunity to the teacher for the presentation of her needs.

1. Help teachers plan in detail one or more lessons.

There is absolute necessity for planning the lessons to be taught. The weak or inexperienced teacher should be helped to plan in detail one or more lessons. That type of lesson planning should be emphasized which makes economical methods, and the benefits that come from planning, clear. ³⁰

2. To discuss the lesson observed is considered im-
portant and most beneficial. ³¹

3. To arrange for some observation of skillful teaching is considered an excellent device for the improvement of teachers. ³² In Decatur, Illinois, an interesting plan was in operation some time ago in which the supervisor took a teacher or a small group of teachers to observe one of the best teachers in the system. Any weak teacher in the system could thus be shown expert work upon any difficulty confronting her. When successful, such a scheme as the Decatur illustration stands as a good example of cooperative supervision. ³³

4. To direct teachers in professional study has great merit in the case of the weak or inexperienced teachers. However, most of the competent teachers need no direction in this particular field. ³⁴

5. To observe the teaching of the lesson cooperatively planned is valuable.

30. Lyte, George C. "How to Supervise" pp. 79-90
Nutt, Hubert Wilbur "The Supervision of Instruction" pp. 171-180
Barr, A.S. and Burton, William H. "Supervision of Instruction" pp. 171-180
31. Ibid. pp. 144-175
32. Barr, A.S. "An Introduction to the Scientific Study of Classroom Supervision" pp. 262-264
33. Barr, A.S. and Burton, William H. "The Supervision of Instruction" pp. 433-434
34. Ibid. pp. 435-436

The supervisor is more sympathetic because of his part in the planning and the teacher, for this reason, acquires a greater degree of ease and thus a much closer cooperation results in the discussion that follows.³⁵

6. To discuss the teaching plan before each directed teaching period is considered valuable in directed teaching.

7. It is considered helpful to provide definite outlines to be followed in making lesson plans. The teacher should understand that the organization is not a rigid thing to be adhered to strictly.³⁶

8. The supervisor should supply the teacher with check lists, outlines, and standards for judging instruction and discuss these in detail with her. Self-examination charts reveal to each teacher who conscientiously uses them, ways and means by which she may profitably improve her teaching. They center the responsibility for improvement on the teacher herself.³⁷

9. Detailed lesson plans should be required of the weak or inexperienced teacher during the period of intensive training. The supervisor should read them carefully and discuss them with the teacher. Experienced or efficient teachers should not be required to make detailed daily lesson plans.³⁸

10. The supervisor must encourage discussion of

35. Hossman, Lois Coffey "Looking Ahead for Teachers" Proceedings of the N.E.A. 1932.

36. Barr, A.S. and Burton, William H. "The Supervision of Instruction" p. 175

37. Ibid. p. 432

"Department of Superintendence Eighth Yearbook" p. 294

38. Barr, A.S. and Burton, William H. "The Supervision of Instruction" p. 433

teaching difficulties and points of excellence during the conference with the teacher.³⁹

III. Demonstration Teaching

The chief purpose of demonstration teaching is to show observers "how to do it"; to present sound and approved methods of procedure, devices, and technique.

Not only should the demonstration teacher make careful and detailed preparation, but those who are to see the work must be most carefully prepared for what they are to see, in order that they may observe and react intelligently. Outlines and check lists are valuable devices for making demonstrations clear to observers.

The research studies disclose that teachers' attitudes toward demonstration lessons are quite positive. Most teachers express a belief that demonstration teaching is a distinctly helpful supervisory method.⁴⁰ Demonstration teaching is considered by the specialists to be valuable for all teachers; but it is more valuable and should be used oftener for inexperienced teachers, and next, for those with specific

39. Barr, A.S. and Barton, William H. "The Supervision of Instruction" p. 173

40. Ibid. pp. 426-430

Stone, Clarence R. "Supervision of the Elementary School" pp. 74-75

Lyte, George C. "How to Supervise" pp. 271-286

Hutt, Hubert Wilbur "The Supervision of Instruction" pp. 136-

Lyte, George C. "The Elementary School Principal as a Builder of Teacher Morale" Department of Elementary School Principals, Michigan Education Association, First Yearbook, 162

pp. 44-52

Lindquist, R.D. "The Evaluation of Supervision" Educational Administration and Supervision, Vol. XV, pp. 301-10

weaknesses and teaching difficulties.

The types of demonstration teaching most frequently used and judged most effective are: (1) a demonstration planned for a group of teachers and given by a capable teacher; and (2) a demonstration planned for an individual teacher and given by the supervisor. The former is a more valuable means of teacher improvement and should receive greater emphasis than the latter.⁴¹

Melby's study shows that a very large percent of specialists rate demonstration teaching as of "great value" and would sanction that approximately equal emphasis be given to demonstration of: teaching methods and for training new teachers; but would place less emphasis upon the demonstration of new materials.⁴²

Emergency demonstration has little value and should be used rarely.

IV. Conferences

A. The Nature of Individual Conferences

The nature of individual conferences was studied under three classifications, namely: (1) the pre-teaching conference; (2) the conference following an observation; and (3) the follow-up conference.

1. In this study the pre-teaching conference is confined to two types: (1) the conference dealing with specific teaching techniques; (2) the conference dealing with specific lessons.

41. Department of Superintendence Eighth Yearbook pp. 82-85

42. Melby, E.O. "Organization and Administration of Supervision" 158pp.

The pre-teaching conference is considered to rank third⁴³ in value; but is recommended for greater use.

2. The conference following an observation ranks⁴⁴ first in the approval of specialists.

3. Follow-up conferences are a series of individual conferences in which certain problems are consistently and systematically pursued.

The follow-up conferences are valuable, and rank second⁴⁵ in the approval of the specialists.

B. Types of Individual Conferences

A conference with the teacher observed is one of the most valuable and should be one of the most frequently used means of teacher improvement. The other types of school conferences, named in order of value and the frequency with which they should be used are: conference with the principal after one or more classroom visits; with the principal before⁴⁶ classroom visits; and with the teacher prior to observing.

43. Lyte, George C. "How to Supervise" pp. 171-176
Department of Superintendence Eighth Yearbook p. 76
- Anderson, C.J., Barr, A.S., and Bash, Maybell C., "Visiting the Teacher at Work." pp. 260-262
- Barr, A.S. and Burton, William H. "The Supervision of Instruction" pp. 174-175
44. Ibid. pp. 168-173
- Lyte, George C. "How to Supervise" pp. 169-171
- Nutt, Hubert Wilbur "The Supervision of Instruction" pp. 209-211
- Stone, Clarence R. "Supervision of the Elementary School" pp. 44-45
45. Barr, A.S. and Burton, William H. "The Supervision of Instruction" pp. 173-174
- Gray, Olive "The Supervision of Instruction As a Joint State and Local Undertaking." The Elementary Journal March, 1923
46. "Department of Superintendence Eighth Yearbook" p. 81

C. Time, Place, and Conditions

Educational specialists recommend that the consultation should be unhurried and should come at a time when both parties are free and not tired.

The consultation should be a discussion in which the teacher feels free to ask questions and to offer counter suggestions as they are warranted. Except on very minor points, it should not take place in the presence of the pupils.

More than two-thirds of the specialists recommend that supervisory programs emphasize the regular conference hours as a means of teacher improvement. These definite periods for consultation do not preclude conferences at other times by appointment, but merely provide a definite, convenient time for such appointments and the more informal interviews.

The conference should not take place immediately but after supervisor and teacher have had a chance to make careful preparation.

The specialists recommend that the conference be of a private nature and held in the supervisor's office.

D. Length of Conference

The length of the conference will naturally vary according to the needs of each special situation, but it should be unhurried and long enough to accomplish its purpose.

47. "The Department of Superintendence Eighth Yearbook" pp. 83-85
Barr, A.S. and Burton, William H. "The Supervision of Instruction" pp. 162-164
Anderson, J.J., Barr, A.S., and Bush, Maybell G., "Visiting the Teacher at Work." pp. 50-51
48. Ibid. pp. 80-81
"The Department of Superintendence Eighth Yearbook" p. 78
Barr, A.S. and Burton, William H. "The Supervision of Instruction" pp. 162-164

V. Teachers' Meetings

A. Kinds of Teachers' Meetings

The various types of teachers' meetings which recent literature discusses may be classified as follows:

1. Pre-school teachers' meetings, or meetings held before the opening of school in the fall. In the rural systems the majority of these are about equally administrative and supervisory.

2. General teachers' meetings, or meetings of all the teachers in the system. These meetings are both administrative and supervisory in character.

3. Group teachers' meetings, or meetings attended by only certain groups of the teaching corps, such as a grade, a group of grades, department, etc. These are largely supervisory in character.

4. Principals' meetings, or meetings of those responsible for supervision of local school. These are held as a further training in supervision.

5. Committee meetings, or meetings of small groups. These are largely supervisory.

6. Building meetings, or meetings of the teachers within a building. These meetings are both administrative and supervisory in nature.

Group meetings are considered the most valuable type of teachers' meetings, and are rated as the second most valuable supervisory means of teacher improvement. The other types of teachers' meetings, named in order of value and ex-

tent of use, are: principals' meetings, committee meetings, building meetings, pre-school meetings, and general teachers' meetings. General teachers' meetings are used less frequently than any of the other five types of teachers' meetings, the ratings of the judges would indicate that they should be used even less frequently than they are.

B. Personnel on the Programs of Teachers' Meetings

Those who have a part in making the teachers' meetings an effective means of improving the learning conditions are: superintendents, supervisors, principals and teachers, all of which are given approximately equal consideration. Others taking part on the teachers' programs are named in order of value: educational specialists; visiting teachers, administrators, and supervisors; popular speakers; county⁴⁹ and city officials; and parents.

VI. Tests and Measurements

The theorists consider it desirable for supervisors to:

- (1) train teachers in the construction and use of tests; and
- (2) to give both standardized and local unstandardized tests for: (a) purposes of diagnosis, (b) purposes of classification and promotion, (c) determining progress and making comparisons, (d) teaching purposes (remedial prescriptions), and

49. Barr, A.S. and Burton, William H. "The Supervision of Instruction" pp. 410-427

Lyte, George C. "How to Supervise" pp. 209-240

"Department of Superintendence Eighth Yearbook" pp. 78-85

(c) purposes of educational guidance.

1. Training teachers in the Construction and Use of Tests

There should be found in the supervisory program time for the training of teachers' in the construction and use of teacher-devised objective tests is the expressed opinion of experts. Testing programs should be largely the work of teachers, carried on under careful supervision.

51

2. Use to be Made of Standardized and Local Under-Standardized Tests.

A standardized test may be defined as a refined examination. It has been improved by introducing standardized content, weighted exercises, controlled conditions of testing, objective scoring and norms, with which to compare results. The unstandardized test is usually carefully patterned after the standardized test but lacks norms with which to compare results. It is especially valuable since it can be made to parallel the instruction.

Educational specialists would place, over and above classroom teaching the general responsibility for educational guidance of the pupil. Other uses made of test

50. "Department of Superintendence Eighth Yearbook" pp. 208-209
 Hatt, Hubert Wilbur "The Supervision of Instruction" pp. 187-190
 Kyte, George C. "How to Supervise" pp. 332-355
 Barr, A.S. and Burton, William H. "The Supervision of Instruction" pp. 294-335
51. Ibid.
 Kyte, George C. "How to Supervise" pp. 332-355
 Hatt, Hubert Wilbur "The Supervision of Instruction" pp. 187-190

results named in their order of importance are: diagnosis,
for remedial teaching purposes, for determining progress and
making comparisons, and for classifications and promotions. 52

52. Butt, Hubert Wilbur "The supervision of Instruction"
pp. 187-190

Kyte, George C. "How to supervise" pp. 332-355

Barr, A.S. and Barton, William H. "The instruction of
supervision" pp. 294-335

Chapter III

Supervisory Practices in Utah

The present chapter presents six practices in supervision used by elementary supervisors, in the State of Utah, for the improvement of the learning conditions.

This study was made to determine how these six practices in supervision---(1) classroom visits, (2) directed teaching, (3) demonstration teaching, (4) conferences, (5) teachers' meetings, and (6) tests and measurements, are used, at the present time, by county elementary supervisors.

I. Classroom Visits---A Means of SupervisionA. Purposes of the Visits

All county supervisors in Utah were asked to affirm each of the items in Table I, which represent the kind of things they do when visiting a teacher. The table shows that one of the purposes which 100 percent of the supervisors have in classroom visits is "to observe the teaching."

Table I. Purposes of Classroom Visits Made By County Elementary Supervisors.

Purpose	Percentage of Frequency of Mention
To observe teaching	100
To do demonstration teaching	91
To inspect	58
To confer with the teacher about her work without observing	50

The supervisors kept records of the time spent and the number of teachers visited, for each purpose, for a period covering two weeks.

Table II, indicates that considerably more stress is placed upon the function of visiting teachers "to observe teaching", than for any other purpose. However, a study of the number of teachers visited would indicate that 44 percent of the visits were for the purpose of inspection. This large percentage is not representative of the State, since 40 percent is due to one supervisor. This did not seriously affect the time element since the length of each of these visits was approximately one minute.

Table II. The Percentages of Time and Number of Visits Given By Supervisors For the Different Supervisory Purposes.

Purpose of the Visit	Time	Number
To observe teaching	54.5	31
To test the children	28.4	18.3
To confer with the teacher without observing	11.7	9.7
To inspect	5.4	44
1. 40% by one supervisor		

B. Types of Classroom Visits

Table III, indicates the four types of visits reported, named in order of frequency of use, are: Unannounced visits for the purpose of inspection, or for the purpose of

follow-up; scheduled visits, or visits according to pre-arranged schedule; visits on call, or visits in response to requests or invitations; and announced visits.

Table III. The Percentages of Time and the Percentages of Visits Given for Different Types.

Types of Classroom Visits	Time	Number
Unannounced visits	40.5	43.8
Scheduled visits	25.4	23.8
Visits on call	21.4	16.9
Announced visits	12.7	15.5

C. Length of Visits

All supervisors reporting, make visits of varying length, depending on the needs of the teacher and other variable factors. Table IV, indicates that supervisors use 67.6 percent of their time in visits of one hour or more. The range of time spent in each visit is also very wide, being from one minute to several hours in length. Most of the supervisors practice staying two or more consecutive periods in the same room.

Table IV. The Percentages of Time and the Percentages of Visits Given for the Purpose of Long or Short Visits.

Length of Visits	Time	Number
Long visits (one hour or more)	67.6	64.3
Short visits (less than one hour)	32.4	35.7

D. What supervisors Do When Observing Classroom Teaching

All supervisors report that they enter the classroom without knocking and approximately two-thirds of them usually sit in the rear.

It should be borne in mind that the things supervisors do when observing teaching, as shown in Table V, indicate that circumstances largely determine practices. For example, thirty-three percent of the supervisors state that they take notes or check observation outlines while observing the teaching if the teacher is in no way disturbed by it; otherwise they would refrain from note taking while in the room. Again, twenty five percent state that they do not take over a class when the teacher is having difficulty unless they are requested to do so.

Table V. Activities of Supervisors While Observing Classroom Teaching

Activities	Percentage Using The Activity
Pass around and see the nature of the work the children are doing.	100
Ask questions or make contributions at close if opportunity is provided.	91
Examine the children's work about the room.	83
Investigate projects.	83
quietly observe everything without making comment during the class period.	75
Ask questions and make contributions during recitation.	75
Participate in the recitation as a member of the group.	75
Examine teacher's plan books, records, etc.	66
Take notes or check on observation outline while observing.	58
Take the class and finish the lesson when the teacher is having difficulty.	50

E. Follow-up Devices Used by Supervisors

Supervisors were asked to check those items listed in Table VI, which they use as follow-up devices after classroom visits.

Table VI. Follow-up Devices Used by Supervisors After a Classroom Visit

Follow-up Devices	Percentage of Supervisors Using Follow-up Devices
Individual conference with each teacher observed.	100
Helpful material, books or articles sent to the teacher	100
Group conferences on general problems	91
Bulletin of suggestions prepared. ²	91
Bibliography provided on special problems.	83
Demonstration lesson by the supervisor.	75
Directed observation of successful teaching.	75
Written summary of suggestions is left with the teacher.	66
A checked observation blank is left with the teacher. ³	33

2. See Appendix for sample copy of suggestions.

3. See Appendix for a sample of observation outlines.

F. Bulletins

All supervisors in the state issue mimeographed and typed material as a further aid in the training of teachers. Table VII, gives a time study showing the relative amounts of time supervisors devote to the preparation of the different kinds of bulletins.

Table VII. Percentages of Time Devoted to the Preparation of Supervisory Bulletins

Types of Bulletins	Time
Mimeographed plans	51.6
Graphs of test results	20.2
Letters to teachers	18.2
Printed bulletins	0

II. Directed Teaching

Directed teaching is usually considered a step in the training of an inexperienced teacher, but in this study it is also understood to mean a device used to increase the efficiency of experienced teachers with specific weaknesses.

This study shows that all supervisors use some phases of directed teaching for the inservice training of certain teachers.

A number of supervisors arrange for a teacher to have a visiting day and still draw full pay. They themselves teaching in place of the regular teacher. Both the teachers and supervisors seem to like this arrangement.

The following list in Table VIII, given in order of frequency of use, shows the types of assistance the supervisors have found it practical to give the teachers doing directed teaching, and also the percentage of supervisors giving each kind of assistance.

Table VIII. Types of Assistance Given Teachers During the Directed Teaching Period

Assistance Given	Percentage of Supervisors Using
Encouragement and opportunity given to the teacher for the presentation of her needs.	100
Discuss the lessons observed with the teacher.	91
Help teachers plan in detail one or more lessons.	83
Arrange for some directed observation of skillful teaching. ⁴	73
Direct teacher's professional study.	66
Train teachers in the use of check lists for analytical self-criticism.	66
Observe the teaching of lessons planned together.	58
Provide definite outlines to be followed in making lesson plan.	50
Require detailed lesson plans during the period of intense training.	41
Discuss teaching plan before each directed teaching period.	41

4. See Appendix for sample copy of "Points to Look for in a Visit to Another Room."

5. See Appendix for a sample of self-rating card for teachers.

The directed teaching periods vary widely in the different systems and within the same system. Table IX shows that supervisors spend 70.9 percent of their time and 60 percent of their visits to this supervisory device for the purpose of training inexperienced teachers.

Table IX. Percentages of Time and Percentages of Visits Given to Directed Teaching

Directed Teaching	Time	Number
Of inexperienced teachers	70.9	60
Of problem teachers	29.1	40

III. Demonstration Teaching

Practically all supervisors consider demonstration teaching a valuable means of training teachers in service, but it is not believed to be of equal value to all teachers. Circular letters⁶ that many supervisors send to teachers before a demonstration lesson is given, would imply that they believe in careful and detailed preparation of those who are to see the work as well as careful preparation on the part of the demonstration teacher.

Table X, gives the types of demonstration teaching most frequently used and judged most effective by the supervisors.

Table X. Types of Demonstration Teaching Used by the Supervisors

Types of Demonstrations	Percentage of Supervisors Using
For individual teachers by the supervisor.	91
For a group of teachers by a capable teacher	83

6. See Appendix for samples of Circular letters.

The outstanding feature disclosed in Table XI, is the relatively large amounts of time given to the demonstration "of proposed methods."

Table XI. Percentages of Time and Number of Visits Given to Demonstration Teaching.

Demonstration Teaching	Time	% of Visits for Demonstration Teaching
Of proposed methods	45.7	55.6
Of ways of using materials	33.5	31.7
For training new teachers	19.8	11.7

IV. Individual Conferences

A. Nature of Individual Conferences

In most cases, individual conferences are held at school or the supervisor's office. Those held at the school were studied under the three classifications designated in Table XII.

Table XII. Nature of Individual Conferences

Nature of Individual Conferences	Percentage of Supervisors Using
The follow-up conference	75
The conference following an observation	66
The Pre-teaching conference	50

B. Types of Individual Conferences

An investigation showing the time and number of different types of individual conferences held indicates clearly in every case that supervisors place the greatest amount of stress upon conferences "with the teacher observed." Many supervisors confer with the principal before all visits, while with others the type of visit determines whether or not a conference is sought before the visit to the classroom is made.

The present use of each type of conference is shown in Table XIII.

Table XIII. Percentages of Time and Percentages of Visits Used for the Different Types of Individual Supervisory Conferences.

Types of Individual Conferences	Time	% of Supervisors Using
With the teacher observed	53.7	57
With the principal after observing	25.9	20.5
With the principal before observing	12.1	13
With the teacher before observing	8.3	9.5

C. Time, Place and Conditions of Individual Conferences

Many of the elementary supervisors in Utah are obliged to travel long distances in order to visit certain teachers in their district; for this reason they often find it difficult to arrange a suitable time for these conferences. It is obvious from this study that the majority of them have

utilized various times. The different times which have been taken for conferences are: After school, at the end of the recitation hour, at the recess period, some other day, and later during school hours. The percentage of supervisors' utilizing each of these times for conferences is shown in Table XIV.

Table XIV. Time When Conferences Are Held by Supervisors.

Time for Conferences	Percentage of: Supervisors Using
After school	66
At recess periods	41
Some other day	25
At the end of the recitation hour	16
During school hours but not at the end of the class period	16

Only 33 percent of the supervisors report having regular office hours for conferences. The study also shows that only 8.6 percent of the total number of conferences are held during regular office hours in the supervisor's office. Table XV shows that the teacher's own classroom is the place most frequently used for individual conferences.

Table XV. Place Where Individual Conferences are Held

Place	Percentage of Supervisors Using
Teacher's classroom	66
Supervisor's office	25
Principal's office	16

According to Table XVI, three fourths of the supervisors make definite written preparations for these conferences. The teachers also prepare for the conferences in 50 percent of the cases. A number of supervisors leave a summary of suggestions with the teachers observed to prepare them for the conference that is to follow; and in other cases supervisors send letters to teachers observed which indicate the things that will be considered during the appointed conference. In 75 percent of the cases, supervisors arrange to be alone with the teacher during their conference. However, several supervisors stated that sometimes the principal was present.

Table XVI. Conditions Under Which Individual Conferences Are Held by Supervisors.

Conditions	Percentage of Supervisors Using
Private	75
Preparation made by the supervisor	75
Preparation made by the teacher	50

7. See Appendix for a sample copy of letters.

D. Length of Conference

The length of the conference naturally varies according to the individual needs of the teacher concerned. This study shows that the range of the conference is from twenty minutes to two hours in length.

V. Teachers' Meetings

In this study four types of teachers' meetings were considered, namely: general, pre-school, group, and principals!

The Utah counties reporting for this study have abolished the old county institutes, substituting for them professional teachers' meetings conducted preliminary to the opening of school and at other times during the year. The average number of general meetings held is three, with a range from two to six. Fall, winter and spring is the time mentioned by practically all supervisors for holding such meetings. In 83 percent of the cases these meetings are held at the County Seat or in a central place. Half of the supervisors state that their purpose in holding general meetings is for instruction. The following purposes were mentioned one or more times: for inspiration, for development in principles and methods, and for social purposes.

sixty-six percent of the supervisors hold pre-school meetings and the time ranges from one to two days. They are usually held at the County Seat or in a central place and most supervisors state that their purpose is for instruction and

inspiration.

The average number of group meetings held during the year is five. The time ranges from one to three hours and in most cases these meetings are held at a centrally located school. The purposes for holding group meetings are listed in order of their frequency of mention: for discussion of methods (64%); for stimulation and classroom information (9%); for instruction, (9%); for demonstration teaching, (9%); and for development, (9%).

The supervisors all report that they attend principals' meetings called by the superintendent; but that they do not call any special meetings of this kind.

Table XVII, emphasizes the fact that supervisors consider group meetings of far greater importance than they do any of the other kinds of teachers meetings.

Table XVII. The Percentages of Time and the Number Held of Different Types of Teachers' Meetings.

Types of Teachers' Meetings	Time	Number
Group meetings	56.2	63
General	16.2	2.7
Building	11.7	13.8
Principal's (at individual schools)	8.2	16.4
Committee	7.7	4.1

Table XVIII, lists those who have a place on the programs of teachers' meetings.

Table XVIII. List of Those Who Have a Place on the Programs of Teachers' Meetings.

Personnel on Programs	Percentage of Frequency of Mention
Superintendent of schools	100
Supervisors	100
Teachers	100
Educational specialists	83
Visiting teachers, administrators and supervisors	75
Principals	66
Popular speakers	60
Parents	16
County and City officials	8

VI. Tests and Measurements.

All supervisors report that they carry on testing programs, and 91 percent give tests of their own construction. These tests are given to all grades under their supervision in 75 percent of the cases; 16 percent do not give tests of their own construction to first grades.

1. Types of standardized Tests Given

In 41 percent of the cases the supervisors give mental tests yearly. Sixteen percent of these give them to only first grade children; 8 percent give them to only fifth grade children; and 16 percent do not state to whom they are given.

Battery tests are given by 60 percent of the supervisors. These tests are given monthly by 8 percent, quarterly

by 16 percent; yearly by 8 percent; and 16 percent of the supervisors have failed to state how often they are given.

Individual subject tests are given by 56 percent of the supervisors. Forty-one percent of these give them yearly.

Table XIX, shows the use supervisors make of both standardized and local unstandardized tests. It indicates that supervisors greatly emphasize the use of tests for results, for diagnosis and for remedial teaching purposes.

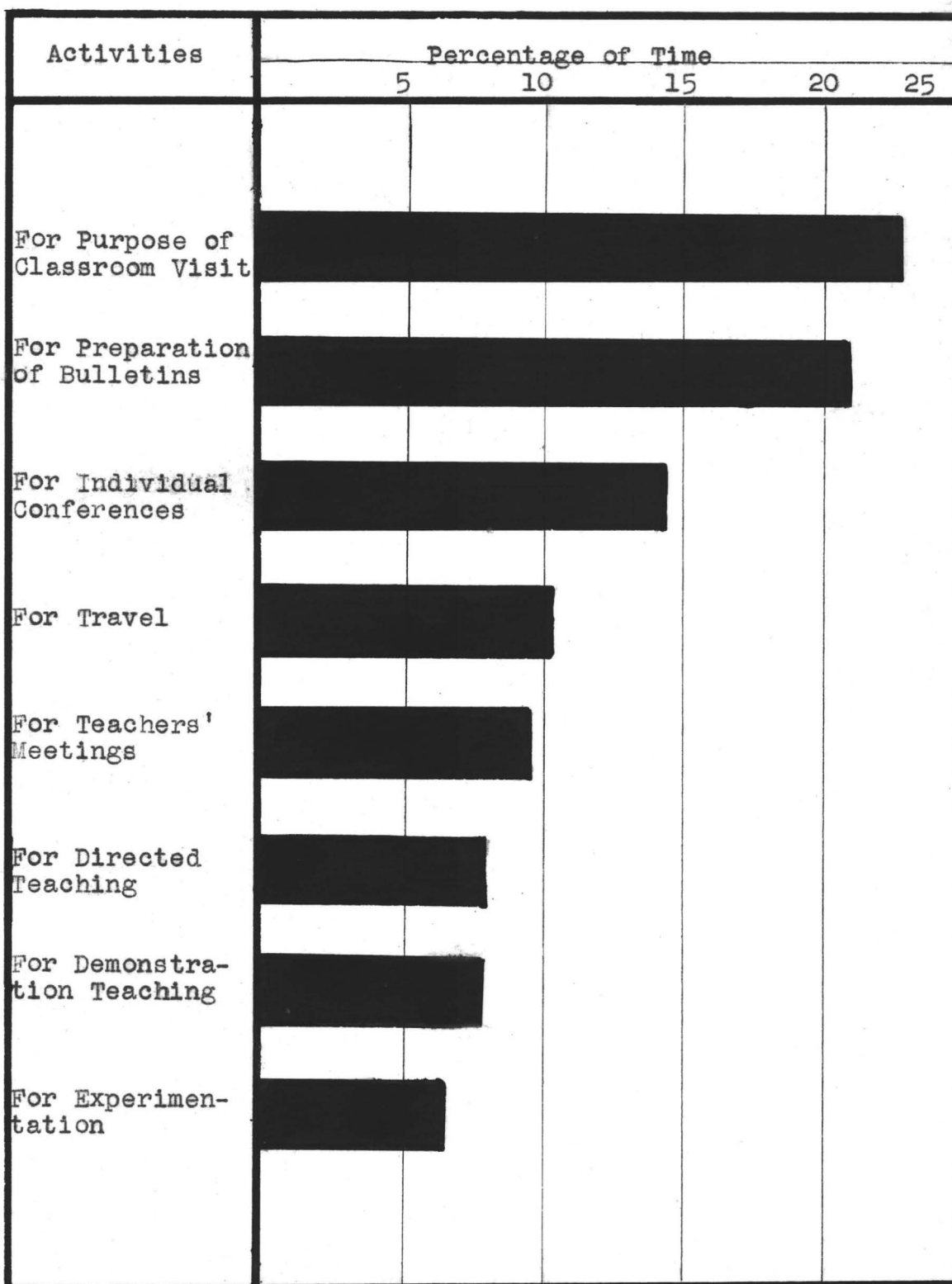
Table XIX. Use of Both Standardized and Local Unstandardized Tests by Rural Elementary Supervisors

Use Made Of Tests	Percentage of Frequency of Mention
For purposes of diagnosis	83
For teaching purposes (remedial)	83
For determining progress and making comparisons.	75
For purposes of classification	66
For purposes of educational guidance.	33
For promotions	25

A TIME STUDY OF SUPERVISORY DUTIES

In the foregoing pages, tables have been presented to show the time supervisors devote to each of the various activities within a given practice; but nowhere have data been presented to show a comparative distribution of time. Therefore, the results of the time study showing the relative duties performed by the Utah supervisors for a period covering two weeks, is graphically presented in Figure 1. It is readily seen that the leading supervisory activity in Utah, during the current year, was classroom visitation.

Fig. 1--- A Time Study of Supervisory Duties
 Distribution by Percentages of the Various Activities
 Performed by County Elementary Supervisors in Utah



Chapter IV

The Relation of Current Utah Practices to Theories of Supervision

It is the purpose of this chapter to compare the current supervisory practices in Utah with that of the theory in order to establish the worth of these various procedures in supervision. The supervisory practices as presented in Chapter II indicate what, in the specialists opinion, practice should be, while in Chapter III, practice as it is now is represented. In many cases, practice does not concur with expert opinion as expressed in literature in the field.

In presenting these ratings, it is recognized that the real use of any of these supervisory practices will depend upon the particular situation in which it is used and the conditioning factors inherent therein.

I. The Evaluation of Classroom Visits

A. The Purpose of the Visit

The visit to the classroom for the purpose of observing the teaching is highly approved by the specialists and is ranked first among all the devices used by supervisors for the improvement of the learning conditions. All supervisors in the state use this device and devote fifty-four percent of their time to visits for this purpose. The visit to confer with the teacher, about her work, without observing, is considered to rank last in the approval of specialists, and it is used

less frequently by supervisors than visits for other purposes.

B. Types of Classroom Visits

Expert opinion does not agree with the practice of these supervisors as to the type of visit that should be used most. Visits upon request are considered to be the most valuable type of supervisory visits; while in practice it is ranked as third in use. Unannounced visits are the type used in 43 percent of the visits; however, the specialists consider the announced visits more valuable and recommend that they be used oftener than the unannounced visits.

A similar difference exists in regard to whether visits should be scheduled or not. Expert opinion indicates that such a schedule should be prepared; but only 23.6 percent of the number of visits made by the supervisors are of this type.

C. Length of Visits

Visits for a whole class period or longer are more valuable and should be used oftener than those less than a class period. Herein practice is in perfect agreement with opinion.

D. Observation of Classroom Teaching

There is full agreement between practice and theory as to the method of entering a classroom. Both groups state that the supervisor should enter and leave the room as quietly as possible.

There is a widespread lack of agreement as to whether the supervisor should take notes while in the classroom both among the theorists and among the supervisors. They are however, agreed that notes are of value and should be on file for further

supervisory use.

The specialists are agreed with the majority of supervisors, who do not take a class over when the teacher is having difficulty, unless they are asked to do so. In one-third of the cases, supervisors take over the class without being asked.

In the estimation of the theorists supervisors should not ask questions or make contributions during the classroom visit, unless permission is asked and the children are made to feel that the supervisor has full confidence in the teacher. In 58 percent of the cases practice is in direct opposition to theory.

Specialists approve the practice of sixty-six percent of the supervisors who examine plan books, records, and projects.

D. Follow-up Devices

The individual conference with each teacher observed ranks first in value, as a follow-up device, in the estimation of both specialists and supervisors. All follow-up devices considered to be of value are made use of by the supervisors. Herein there seems to be complete harmony between practice and theory.

II. Directed Teaching

The supervisors consider directed teaching very valuable and emphasize it as a means of improving inexperienced teachers. It is also used some for problem teachers needing assistance. This practice is approved by a majority of the specialists. It is the most time consuming of all the supervisory practices,

and this precludes its extensive use. However, in the light of this study it is recommended for further use.

III. Demonstration Teaching

The two types of demonstration teaching used most frequently and judged most effective by the supervisors are listed in order of their use: (1) For an individual teacher-----a demonstration by the supervisor with the teacher's own pupils, (91 %); (2) for a group of teachers-----with a capable teacher conducting, with her own pupils, (83%). This practice of supervisors does not conform to expert opinion. It is the opinion of the experts that demonstrations planned for a group of teachers are a more valuable means of teacher improvement, and should receive greater emphasis than individual demonstrations given by the supervisor for the teachers visited.

The specialists would place approximately equal emphasis upon demonstrations of: teaching methods and for training new teachers; but would place less emphasis upon the demonstration of new materials. Practice, on the other hand, places the greatest emphasis on demonstration of proposed methods and least upon demonstrations for training new teachers.

It is agreed that there should be careful preparation on the part of the demonstration teacher and that those observing be carefully prepared for what they are to see.

IV. Individual Conferences

A. Nature of Individual Conferences

The follow-up conference is used by 75 percent of

the supervisors. This type is used most frequently, but ranks second in value according to the theorists. The conference following an observation is ranked as second in practice but first in theory. Both practice and theory rank the pre-teaching conference third in importance.

B. Types of Individual Conferences

There is complete agreement as to the value of the types of individual conferences. Both in theory and in practice the types of conferences held, are named in order of their value and frequency of use: with the teacher following a classroom visit; with the principal after a visit in his building; with the principal before classroom visits; and with the teacher before an observation.

C. Time, Place and Conditions of Conferences

The time when educational specialists usually recommend that the conference be held----not immediately after the observation, but later on--is the time least frequently used.

The teacher's own classroom is the place used by two-thirds of the supervisors for the individual conferences. The other places, named in order of frequency of mention, are: the supervisor's office, and the principal's office. The specialists recommend that the conference be held in the supervisor's office. A number of the supervisors stated that they considered their office preferable to the classroom but that it was very inconvenient for teachers who lived long distances from it.

About three-fourths of the supervisors arrange to be alone with the teacher during the conference. This procedure is highly recommended by expert opinion.

D. Length of Conference

According to the experts the conference should be unhurried and long enough to accomplish its purpose. From the findings of this study practice would indicate agreement with this theory.

V. Teachers' Meetings

A. Types of Teachers' Meetings

Group meetings are considered the most valuable type of teachers' meetings, and of all supervisory devices included in this study, they were ranked second in value. Practice coincides with theory by indicating that over half of the time devoted to all types of teachers' meetings is given to group meetings.

Supervisors next emphasize general meetings; but herein there is a widespread lack of agreement with the theorists. The ratings of these judges show that they should be used less frequently than any other types of teachers' meetings.

Principals' meetings and committee meetings are recommended for more frequent use than they are receiving, while general meetings should be used less frequently than they are.

B. Personnel on the Programs of Teachers' Meetings

Superintendents, supervisors, principals, and teachers are all given equal consideration and participation in teachers' meetings by the theorists. Practice agrees with theory in each case except that principals are not given an equal part.

Others taking part on teachers' programs named in order of value by the theorists are: educational specialists; visiting teachers, administrators, and supervisors; popular speakers; county and city officials; and parents. In actual practice, however, this arrangement is slightly altered. Those taking part on programs named in order of their frequency of mention by the supervisors are: educational specialists; visiting teachers, administrators, and supervisors; principals; popular speakers; parents, and county and city officials.

VI. Tests and Measurements

Educational leaders and supervisors are generally agreed in their recommendation: "Avoid as much as possible the use of the essay type of examination. Use standardized or local unstandardized tests."

Supervisors train teachers in the use and construction of tests, which meets with the approval of the specialists.

Outstanding among the uses made of tests are for purposes of diagnosis, for remedial teaching purposes, and for determining progress and making comparisons. Heroin opinion does not coincide with practice; educational specialists would place, over and above classroom teaching, the general re-

sponsibility for educational guidance of the pupil. Only one-third of the supervisors use test results for this purpose.

The majority of the supervisors use test results for classification; but only one-fourth use them for promotions. This procedure is approved by the educational leaders.

SUMMARY

It is the aim of this section to summarize the essential purposes and findings of this study.

In the introductory chapter a brief history of supervision is presented. An understanding of the past is considered necessary in order to more fully comprehend and interpret the present practices and trends in supervision, which have been shown to progress from inspection to dictation and finally to inspirational leadership. The experimental studies presented in this chapter show that supervision is worth while and merits careful consideration and study.

Chapter II presents the theories of supervision from an exhaustive and critical survey of the literature in the field, and sets forth a well-balanced, sound, and progressive consensus of opinion concerning ideal practices supervisors ought to perform. Scientific materials have also been used whenever available.

Chapter III indicates the extent to which six practices of supervision are being used by elementary supervisors in Utah. A knowledge of the practice, however, does not establish the worth of the various procedures. These procedures have been evaluated in terms of theoretical consideration.

Chapter IV shows the relationship of current practices in Utah to the theories of supervision. It is found that

practice and theory coincide in the following:

1. The visit to the classroom for the purpose of observing the teaching is ranked first among all the devices used by supervisors; and the visit to confer with the teacher, about her work, without observing is ranked last.

2. Visits for a whole class period or longer are more valuable and should be used oftener than those less than a class period.

3. The supervisor should enter and leave the classroom as quietly as possible.

4. Notes on observations are of value and should be on file for supervisory use.

5. A class should not be taken over when the teacher is having difficulty, unless asked to do so.

6. A careful examination should be made of plan books, projects, and records.

7. The individual conference with each teacher observed ranks first in value, as a follow-up device.

8. Directed teaching is very valuable as a means of improving inexperienced teachers.

9. Careful and detailed preparation should be made by the demonstration teacher, and those who are to see the demonstration should be just as adequately prepared for what they are to see in order that they may react intelligently.

10. Types of individual conferences are named in order of their value; with the teacher following a classroom visit; with the principal after a visit; with the principal

before a visit; and with the teacher before an observation.

11. Supervisors should arrange to be alone with the teacher during the individual conference.

12. The conference should be unhurried and long enough to accomplish its purpose.

13. Professional group meetings are the most valuable type of teachers' meetings.

14. Teachers should avoid as much as possible the use of the essay type of examination. Greater use should be made of standardized and local unstandardized tests.

15. Supervisors should train teachers in the use of and construction of tests.

In the following, practice does not coincide with theory: (In each case, the theory is stated)-----

1. Visits should be scheduled and announced to all concerned. Visits upon request are the most valuable of all supervisory visits.

2. Supervisors should not ask questions or make contributions during the classroom visit unless permission is asked.

3. Demonstrations planned for a group of teachers, with a capable teacher conducting, should receive greater emphasis than individual demonstrations given by the supervisor.

4. Approximately equal emphasis should be placed upon demonstrations of teaching methods and for training of new teachers; with less emphasis upon the demonstration of new materials.

5. The conference should be held in the supervisor's office.

6. The conference should not be held immediately after an observation. Time for preparation should be allowed.

7. General meetings should be used less frequently than any other types of teachers' meetings.

8. Educational guidance is ranked first among the uses to be made of test results.

APPENDIX

SCORE CARD USED IN INTERVIEW
FOR COUNTY ELEMENTARY SCHOOL SUPERVISION

DATA SHEET

DISTRICT _____ DATE _____

SUPERVISOR OF DISTRICT _____

INFORMATION FROM _____

PRACTICES OF SUPERVISION

Present practice with regard to the means supervisors use when dealing directly with activity for the purpose of improvement.

CLASSROOM VISITATION:

YES NO COMMENT

PURPOSE:

To observe one or more lessons	:	:	:
To do demonstration teaching	:	:	:
To test the children	:	:	:
To talk with the teacher without observing	:	:	:
For inspection purposes	:	:	:
To analyze records and reports	:	:	:
Appraise relationships between the child and teacher	:	:	:

ACTIVITIES:

Ask questions or make contributions at close of period if opportunity is provided.	:	:	:
Pass around and see the nature of the work the children are doing.	:	:	:
Quietly observe everything without comment during class period.	:	:	:
Examine the children's work about the room	:	:	:
Ask question and make contributions during the recitation.	:	:	:
Examine teacher's plan book, records, etc.	:	:	:
Participate in the recitation as a member of the group.	:	:	:

DATA SHEET CONT'D.ACTIVITIES, CONT'D.:

	YES	NO	COMMENTS
Investigate projects.			
Take notes or check on observation outlines while observing.			
Take the class and finish the lesson when the teacher is having difficulty.			

FOLLOW-UP:

Individual conference with each teacher observed.			
Helpful material, books or articles sent to the teacher.			
Group conferences on general problems.			
Demonstration lesson by the supervisor.			
Directed observation of successful teaching.			
Bulletin of suggestions prepared.			
Bibliography provided on special problems.			
Written summary of suggestions left with the teacher.			
A checked observation blank is left with the teacher.			

DIRECTED TEACHING:

Help teachers plan in detail one or more lessons.			
Discuss the lesson observed.			
Arrange for some directed observation of skillful teaching.			
Direct teachers' professional study.			
Observe the teaching of the lessons planned together.			
Discuss teaching plan before each directed teaching period.			
Provide definite outlines to be followed in making lesson plan.			
Train teachers in the use of check lists for analytical self-criticism.			
Require detailed lesson plans during the period of intense training.			
Opportunity and encouragement are given to the teacher for the presentation of her needs.			

DEMONSTRATION TEACHING:

For individual teachers by the supervisor.			
For a group of teachers by a capable teacher.			

DATA SHEET CONT'D.INDIVIDUAL CONFERENCES:

	YES	NO	COMMENT
Pre-teaching conference.	:	:	:
The conference following an observation.	:	:	:
The follow-up conference.	:	:	:
After school.	:	:	:
At the end of the recitation hour.	:	:	:
At recess periods.	:	:	:
Some other day.	:	:	:
During school hours but not at the end of the class period.	:	:	:
Teacher's classroom.	:	:	:
Private.	:	:	:
Principal's office.	:	:	:
Supervisor's office.	:	:	:
Preparations are made by the supervisor.	:	:	:
Preparations are made by the teacher.	:	:	:
Length of conference.	:	:	:

TEACHERS' MEETINGS:

	PLACE	TIME	NO.	PURPOSE
General.	:	:	:	:
Pre-school.	:	:	:	:
Group.	:	:	:	:
Principals'.	:	:	:	:

PERSONNEL ON PROGRAMS OF TEACHERS'MEETINGS:

Superintendent of Schools	Parents.
Supervisors	Educational Specialists
Principals.	Visiting Teachers, Administrators and Supervisors
Teachers.	
County and City Officials	
Popular	

TESTS AND MEASUREMENTS:

Do you give tests of your own construction? _____

To what grades are they given? _____

THE USE OF BOTH STANDARDIZED AND LOCAL UNSTANDARDIZED TESTS:

For purposes of diagnosis.	_____
For purposes of classification	_____
For determining progress and making comparisons.	_____
For teaching purposes (remedial)	_____
For purposes of educational guidance	_____
For promotions.	_____

TYPES OF TESTS:

	Yearly	Monthly	Comments
Mental.	:	:	:
Battery	:	:	:
Individual subject tests:	:	:	:

RECORD SHEETTHE NUMBER OF VISITS AND THE PERCENTAGES OF TIME GIVEN
BY SUPERVISORS TO DIFFERENT SUPERVISORY ACTIVITIES

NAME OF SUPERVISOR _____	COUNTY _____									
	OCTOBER									
SUPERVISORY DUTIES	Mon.	Tues.	Wed.	Thurs.	Fri.					
	No.	Time	No.	Time	No.	Time	No.	Time	No.	Time
CLASSROOM VISITATION:	:	:	:	:	:	:	:	:	:	:
Visits on call	:	:	:	:	:	:	:	:	:	:
Scheduled visits	:	:	:	:	:	:	:	:	:	:
Unannounced	:	:	:	:	:	:	:	:	:	:
Announced	:	:	:	:	:	:	:	:	:	:
To observe Teaching:	:	:	:	:	:	:	:	:	:	:
Inspection	:	:	:	:	:	:	:	:	:	:
To test the children	:	:	:	:	:	:	:	:	:	:
To confer with the	:	:	:	:	:	:	:	:	:	:
teacher	:	:	:	:	:	:	:	:	:	:
Long visits (one	:	:	:	:	:	:	:	:	:	:
hour or more)	:	:	:	:	:	:	:	:	:	:
Short visits (less	:	:	:	:	:	:	:	:	:	:
than one hour)	:	:	:	:	:	:	:	:	:	:
DIRECTED TEACHING:	:	:	:	:	:	:	:	:	:	:
Of inexperienced	:	:	:	:	:	:	:	:	:	:
teachers	:	:	:	:	:	:	:	:	:	:
Of problem teachers:	:	:	:	:	:	:	:	:	:	:
DEMONSTRATION	:	:	:	:	:	:	:	:	:	:
TEACHING:	:	:	:	:	:	:	:	:	:	:
Of proposed methods:	:	:	:	:	:	:	:	:	:	:
For training new	:	:	:	:	:	:	:	:	:	:
teachers	:	:	:	:	:	:	:	:	:	:
Of ways of using	:	:	:	:	:	:	:	:	:	:
materials	:	:	:	:	:	:	:	:	:	:
CONFERENCES:	:	:	:	:	:	:	:	:	:	:
With the teacher	:	:	:	:	:	:	:	:	:	:
observed	:	:	:	:	:	:	:	:	:	:
With teacher before:	:	:	:	:	:	:	:	:	:	:
observing	:	:	:	:	:	:	:	:	:	:
With principal be-	:	:	:	:	:	:	:	:	:	:
fore observing	:	:	:	:	:	:	:	:	:	:
With principal	:	:	:	:	:	:	:	:	:	:
following visits	:	:	:	:	:	:	:	:	:	:
Regular office hours	:	:	:	:	:	:	:	:	:	:
for conference	:	:	:	:	:	:	:	:	:	:

BOND

RESERVE BA

[illegible]

"NOTES"

(Form used in recording further notes on the interview. Recorded immediately after interview.)

1. Method of entering and leaving the classroom:
2. Place supervisor occupies while visiting classroom:
3. Methods used in consultation with the teachers:
 - a. Does the supervisor preserve the impersonal, objective, and scientific attitude?
 - b. Is opportunity given for the teacher to state her difficulties?
 - c. Does the supervisor create a congenial starting point?
4. School clubs, reading circles and teacher study groups:
5. Visiting days for teachers:
6. Notes in observations made while visiting schools in the district:

EXAMPLE OF SUPPLEMENTARY LETTER

December 22, 1932

Dear _____:

I hope this report will be of some help to you.

..... Under the first item, Classroom Visitation, I have listed the number of visits as follows:

On Monday, three visits scheduled--one unannounced, two announced. Two of these were long visits (one hour or more), so I just checked "short or long visits."

Again under conferences, it is difficult to list time. Conferences were held with some of the teachers observed with a total time of one hour, while no conference was held with other teachers observed. "With teachers before observing", one was interviewed before observing, one hour previous to visit; other teachers observed had no conference with supervisor before visit. Also in talking with principal before and after visiting, one or more teachers may be included in the conference discussion.

.....
.....

Sincerely yours,

SUPERVISOR

A SUPERVISORY LETTER
PRECEDING A DEMONSTRATION LESSON

TO THE ELEMENTARY SCHOOL STAFF:

Please look over the accompanying diagnostic sheet in reading. At our teachers' meeting on October 26th we shall have a demonstration lesson on how to give the test and a discussion on the following points:

- (a) The skills tested;
- (b) Weak points in the exercises;
- (c) Remedial work needed by our children in reading as revealed by the demonstration.

If possible I should like to have each teacher bring to meeting a remedial exercise which will be an amplification of one of the skills--A, B, C, or D from the sheet.

A SUPERVISORY LETTER
PRECEDING A CONFERENCE

November 7, 1932

Dear Miss _____:

After visiting your room this morning and finding that your pupils are so well up on all of their grade work, I just wondered if we could plan a special reading program for your room.

I have some new pointers on a year's program in reading, that I should like to see carried out, to see if it is really a more progressive one than the one we are now using.

Will you please call next Saturday and discuss this with me?

Very truly yours,

SUPERVISOR

POINTS TO LOOK FOR IN A VISIT TO ANOTHER ROOM

1. How does the visited teacher organize her class and study groups?
2. Does she have a systematic outline or plan of her daily procedure?
 - (a) Does she stay within the "time limits" of her class allotment?
3. Is her work well planned for each different lesson?
4. Notice the type of response from the children. Does it:
 - (a) Evidence a good assignment for the teacher?
 - (b) Evidence specific objectives on part of the children?
5. Is there economy of time and effort?
 - (a) Because of classroom routine being well organized?
 - (b) Good execution of plans?
6. Are opportunities given for the participation of every pupil?
 - (a) In classwork?
 - (b) In development of leadership?
7. Are there incentives of study offered because of:
 - (a) Display of best papers?
 - (b) Graphs or Progress charts?
 - (c) Illustrative material?
 - (d) Progressive drill?
8. Are the pupils learning to evaluate their work?
9. Does the oral language show evidence of progressive growth as to elimination of speech errors? Are the pupils acquiring a "sentence sense" in their oral recitation work?
10. How does the teacher lead the pupils to "begin studying"?
11. How are the drills in the tool subjects of individuals or of groups taken care of?
12. How does the teacher "check up" for the purpose of individual help?
13. Do the pupils show evidence of desirable habits and attitudes in the "Process of Formation"?
 - (a) Posture
 - (b) Respect for right of others
 - (c) Checking-up on their own work
 - (d) Promptness in getting work done on time
 - (e) Assuming responsibility--leadership
 - (f) Attentiveness
 - (g) Good Attitude
 - (h) Self-Control
 - (i) Orderliness
 - (j) Cooperation or Helpfulness
14. How does the teacher react to her own work?

SCHOOL DISTRICT

Bulletin No. 7

Primary Supervisor

To First and Second Grade Teachers.

Purpose: To stimulate greater Progress in Reading.

It is the purpose of this outline to call attention to the many helpful suggestions each of you have, so that you may check upon your work for results.

Read carefully the pointers given in your December, January, February, Primary Plans. The pointers given on pages one and two are very helpful as guides for the work in general.

- I. See Chief Aim in Reading pp. #2
How is your class measuring up when these standards of achievements are applied?
- II. Special Exercises for Vocabulary Building pp. #3
These games are new, taken from Dr. Gates' new book. They provide good drill and also carry the interest.
- III. Give several of the tests listed (pp. #4) To test the ability of the class on keeping place and comprehension.
- IV. Specific Aims in Reading pp. #5
- V. Steps in Procedure in Reading pp. #5
- VI. Seat Work Related to Reading pp. #6
See the March, April, May plans.
- VII. General Pointers in Reading pp. #1
- VIII. Teacher Preparation in Reading pp. #2
- IX. Suggestions for Audience Reading pp. #3
- X. Increasing Reading Rate pp. #5
- XI. Increasing Comprehension pp. #6
- XII. Standards or Principles by which Good Teaching of Reading can be judged pp. #7
- XIII. How to be a good Reader pp. #8

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BULLETIN OF SUGGESTIONS

1. Make your class truly social, with its own code of honor and behavior.
2. The teacher's sense of justice and fairness plays a big part.
3. Furnish the pupils with plenty of interesting work they can do.
4. Make them feel the need of quiet and order so that others may not be imposed upon.
5. Discuss with your pupils the need for rules and regulations.
6. Make a complete study of the unruly pupil, and consult his parents.
7. Nagging teachers are sometimes responsible for unfavorable attitudes and poor conduct on the part of pupils. (Do you nag?)
8. Pupils' listlessness and inattention in the recitation are the direct results of poor methods and lack of enthusiasm on the part of the teacher. (If you are not alert, the pupils will not be alert. In some classes the pupils are not alert and in others, these same pupils are very alert. Therefore, I charge the lack of enthusiasm to the teacher and her methods.)
9. Pupils become restless when too warm. (Alert teachers enjoy the healthy temperature.)
10. Pupils sometimes fail to respond due to the failure to master some basic materials, which leaves them helpless and discouraged.
11. Use the socialized recitation sometimes as a cure for lack of interest.
12. Make use of the spirit of competition between pupils.
13. Imperfect assignment of lessons often results in poor conduct.
14. When a pupil begins to drift away give him a question, this will bring him back.

SUPERVISOR'S OBSERVATION SHEET

- A. The following memoranda of my visit may assist you to improve your work. This is an aid, not a rating.
 B. Your attention is called to the items checked.
 C. Items not checked were not noted. Not all appear in every lesson.
 D. Items noted under "Improvement Desirable" are not adverse criticism.
 E. Kindly call at the office for conferences at time noted: _____
 F. Bring this report with you. Be prepared to present any question or suggestions.

Principal _____

	I. GENERAL CONDITIONS	IV. THE TEACHING
Date _____	1. Light--Ventilation--Temperature.	18. Aim apparent to pupils.
Teacher _____	2. Appearance of Room.	19. Questions thought provoking.
Subj. or Activity _____	3. Atmosphere created by use of pictures, charts, graphs, projects, etc.	20. Arouses and sustains interest.
_____	4. Care of School Property.	21. Elicits Discussion.
Commendation _____	5. Animation.	22. Employs drill advantageously.
Improvement Desirable _____	6. Poise and Self-Control.	23. Makes all pupils take part.
Suggestions _____	7. Preparation of Work.	24. Uses reference materials wisely.
Suggestions Repeated _____	8. Discipline.	25. Trains for independent study.
_____	9. Voice.	26. Pupils criticize and evaluate their own efforts.
Remarks: _____	10. Attitude Towards Pupils.	27. Commands success and efforts.
_____	III. THE PUPIL	28. Lesson Assignment starts effort evoking interest
_____	11. Attention.	29. Were problem solving activities in evidence.
_____	12. Appearance Attractive.	
_____	13. Properly Seated.	
_____	14. Responsive.	
_____	15. Uses good English.	
_____	16. Courteous.	
_____	17. Shows Initiative.	

RESERVE BANK

SUPERVISOR'S REPORT OF VISIT TO TEACHER

School _____ Teacher _____ Grade _____

I. GOOD POINTS: Lesson observed _____

A. Teachers Preparation _____

B. Blackboard assignments _____

C. Direction of pupil activity _____

II. OBJECTIVES OF LESSON PROVIDED: Indicated by:
Lesson _____ Seatwork assignments _____

III. PUPIL PARTICIPATION:

A. In study work _____

B. In class activity _____

IV. PROVISION FOR INDIVIDUAL DIFFERENCES: _____

In group work _____

Individual cases _____

V. UNITS OF ACTIVITY _____

VI. PROGRESS RECORDS LEFT: _____

VII. SUGGESTIONS: _____

Dated _____ SUPERVISOR _____

SELF-RATING CARD FOR TEACHERS

September 21, 1932

The greater number of the following items are selected from the Second Yearbook of the National Conference of Supervisors and Directors of Instruction, 1929, page 61.

It is suggested that the teachers and principals use the items of this circular in connection with and as supplementary to Form 46, the rating scale for teachers.

The primary purpose of the points herein listed is to assist teachers in planning, checking, and improving classroom procedure; to present a device through the use of which they may evaluate, rate, and test classroom objectives, activities, and in a measure, results.

A. Course of Study as Indicated by the Recitation.

1. What was the nature of the recitation? (Check one.)
 - a. Drill--Meaningful--Motivated--Mechanical
 - b. Formally reciting textbook material
 - c. Discussing some vital question or problem
 - d. Construction work or report upon work constructed
 - e. Specify other type
2. From what source was the lesson taken?
 - a. Entirely within the text
 - b. Reference books or other printed sources
 - c. Current events
 - d. Local questions--Children's experiences
3. To what extent did the children contribute to the lesson from their personal experiences?
 - a. Not all--Occasionally
 - b. Frequently
4. To what extent did the teacher use the children's experiences in making the work meaningful and interesting?
 - a. Was time wasted by the teacher's repeating the children's answers?
5. To what extent did the teacher enrich the lesson from her own experience.
6. To what extent did the teacher suggest questions, growing out of the lesson, for the children to consider, investigate or apply outside of school?
7. The lesson

The objectives of

What points for improvement were being emphasized?

Were the objectives attained?

Evidence

SELF-RATING CARD, CONT'D.

- B. Course of Study as Indicated by the Assignment
1. What was the nature of the assignment?
 - a. Some question or questions to be considered
 - b. To construct or create something
 2. How was the next lesson determined upon?
 - a. Arbitrarily assigned by the teacher
 - b. Developed by the teacher out of the preceding lesson or class experience
 - c. Proposed by the children
 3. To what extent were the children given special work?
What consideration was given to individual differences?
 4. What was the nature of the work suggested to the children while at their seats?
 5. What percentage of the children initiated seatwork when they had leisure time?

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